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ABSTRACT

The document contains the second of a two-volume annotated bibliography on bilingual special education. Three major sections cover the following topics: teaching materials available for the bilingual special education classroom; literature about existing bilingual special education programs (general resource rooms, early childhood, emotionally disturbed, gifted and talented, learning disabilities, mentally retarded, physically handicapped, speech and hearing, and vision impaired); and literature and materials to assist in adaptation and development of curriculum in bilingual special education. Entries usually include title, author, source, publication date, and a brief description. (SW)

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BILINGUAL SPECIAL EDUCATION
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VOLUME 2

APRIL 1982

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University of Colorado
Boulder, Colorado

BUENO-MUSEP

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A. Teaching Materials Available for the
Bilingual Special Education Classroom

Developing Understanding of Self and Others.

Dinkmeyer, Don.

American Guidance Service, Inc., Publishers Building, Circle Pine,
MN 55004.

For younger students, available in two kits, D-1 and D-2, complete with puppets, pictures, etc. These kits can be readily adapted to various culture and language environments.

DISTAR Language/Reading/Mathematics.

Engelmann, S.; Osborne, J.; Bruner, E.C.

Science Research Associates, Inc., Chicago, Illinois.

These are organized into three modules in each kit with instruction sequenced into highly structured/programmed steps. The sequence for learning English in Language may be useful in teaching children from other Western or European cultures/languages, but must be modified when working with children who speak Native American or Asian languages. The instructional steps in reading are a sound by sound introduction which may serve as a model for teaching reading in other languages. The sound sequence would have to be modified for each language. Generally, adaptation of these materials is not difficult and the instructional sequence in each kit is very useful. Cultural relevance and linguistic differences must be kept in mind, especially in the use of the behavioral DISTAR teaching techniques.

Essential Math and Language Skills.

Hubbard

P.O. Box 104, Northbrook, Illinois 60062.

The essential steps in learning sequence for both math and language (English) are broken down into small elements to accommodate the special education population. These steps help teachers to assess the levels of their children and teach in smaller elements, starting with one-to-one relationships and sameness and proceeding through part-whole relationships and category analogies. May be adapted to various languages and cultures.

Football for Fun. Plan and Study Guide.

Hodge, Ben Sr.

Football Hobbies, 4216 McConnell, El Paso, TX 79904 (ISBN 0-912122-18-8)
1976.

This booklet is provided as a play and study guide to a variety of bilingual materials incorporated in the Football for Fun system. Material is adaptable to pupils with special needs, including bilingual students, or to a group with varying ability levels. Curriculum is supplemented by academic games, flash cards, and texts. May be selected in kits for regular, special and bilingual education and combined for coordinated arithmetic and language arts instruction. Booklet explains basics of football and motivates toward physical education.

Helping Young Children Develop Language Skills: A Book of Activities.

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Available in English and Spanish. Contains instructional games and stories based on the Illinois Test of Psycholinguistic Abilities.

I Can - Adaptive Physical Education Program.

Wessle, Janet A.

Hubbard, P.O. Box 104, Northbrook, IL 60062

Provides a method that enables special students to obtain basic motor skills and cognitive concepts needed to function effectively in daily living, maintain adequate levels of health and fitness, enjoy recreational activities. Can be adapted to various culture and language situations.

John Tracy Clinic Correspondence Learning Program for Parents of Preschool Deaf-Blind Children.

John Tracy Clinic, 806 West Adams Boulevard, Los Angeles, CA 90007.

Twelve correspondence lessons available in English and Spanish, showing parents how to understand and communicate with their deaf-blind child in the home.

Learning Disabilities - They're All Around You.

Abbott, Robert E.; Peterson, Patricia J.

Paper presented at the International Bilingual-Bicultural Education Conference (Chicago, IL, May 1975). NABE, 1201 16th St., N.W., Washington, D.C. 20036.

This paper focuses on acquainting bilingual educators with one field of special education called Learning Disabilities. The major dimensions that are discussed are: The Learning Process with Focus on Disruptions, The Considerations Involved in the Identification and Assessment of Learning Disabilities, Cultural and Learning Style Differences of the Bilingual (Latino) Individual, Treatment and Prescription Suggestions, and Major Considerations in Differentially Diagnosing the Presence of Learning Disabilities Within the Bilingual Individual.

Me Now.

Hubbard, P.O. Box 104, Northbrook, IL 60062.

A science and health program with an activity centered curriculum to develop basic understandings of the human body. Four content areas: digestion and circulation; respiration and body waste; movement, support, sensory perception; growth and development. Includes three foot high functioning torso model.

Methods, Techniques and Teacher-Made Material Activities.

Special Education Resource Center, Jefferson County School District R-1,
Administration Building, 809 Quail Street, Lakewood, Colorado 80215.

Excellent collection of lesson plans and activity guidelines supplemented by teacher-made materials. For use in special education classrooms and could be adapted for cultural relevance with little difficulty.

100 Essential Signs.

Texas School for the Deaf, 1102 South Congress, Austin, TX 78704.

The booklet contains illustrations of 100 basic signs for use by school employees in working with the deaf. The signs were chosen for inclusion in the booklet by a committee which reviewed hundreds of signs and evaluated their importance in communicating with the deaf. A brief explanation of the markings appearing in the booklet and the manual alphabet are also included.

Peabody Language Development Kits.

American Guidance Service, Inc.

Publishers' Building, Circle Pines, MN 55014.

These are available in several levels, Primary to 3, and come in complete kits including manuals, puppets, pictures, etc. They are primarily designed to develop expressive language skills in English, but are also very useful in stimulating expression in other languages. Young children respond very well to the materials and these have been used successfully with young and exceptional Native American, Hispanic, and Asian children with some cultural modification.

Programs, Materials and Techniques.

Brown, Virginia L. (Ed)

Journal of Learning Disabilities; V9 N6 P338-345, Jun/Jul 1976.

Reviewed are a variety of instructional materials in the areas of language arts, English as a foreign language, and class management; and appropriate for use by administrators or teachers of learning disabled children. Specifically reviewed are an individualized spelling program, a reading and English series for non English speaking persons, a program to teach basic communication skills to nonverbal (nonvocal) children, a complete primary curriculum for educable mentally retarded children or children with marked learning difficulties, a book on class management, a book on the measurement and analysis of behavioral techniques, and a book on the use of the Delphi Technique and the Nominal Group Technique in achieving consensus for program planning.

Project Necessities.

U.S. Government Printing Office (1971).

Curriculum materials for teaching Native American children social studies K-12 and for language development at the beginning level. Materials include culturally relevant booklets and activities for exploring social environments and for behavioral development K-12. The developmental language kit is a highly motivating satchel with zippers, etc. for development of motor skills as well as containing booklets, worksheets, pictures, etc. Also available, a board game especially for high school: "Drink, Drank, Drunk" to allow teens to explore the consequences of alcoholism and drinking problems. Situations in the game are culturally relevant to Native American populations, especially on reservations.

Santa Cruz Bilingual Education Design: Module VI: Building Reading Skills Through Cultural Experiences.

Santa Cruz Bilingual Education Design Series. Publisher, Univ. of Arizona, Arizona Materials Development Center.

See series title for descriptive statement.

Santa Cruz Bilingual Education Design: Module II: Reading Readiness.

Santa Cruz Bilingual Education Design Series. Publisher, Univ. of Arizona, Arizona Materials Development Center.

Consists of four sessions titled Motor Coordination: Visual Readiness Skills and Activities; Auditory Readiness Skills and Activities; and Definition Levels of Development of Concepts.

Stim Shift - Stimulus Shift Articulation Program.

McLean, James.

Hubbard, P.O. Box 104, Northbrook, IL 60062.

Program uses traditional principles of articulation and articulation therapy as the basis for systematically evaluating, training reinforcing, monitoring, and correcting basic speech faults in English. Target sounds are: CH, F, K, L, R, S, SH, TH. Useful with children who speak a language other than English in which these sounds do not occur or occur in different phonetic environments.

Suggestions for Expanding Teaching Ideas to Prepare for Mainstreaming Disabled ESL Learners.

Dye, Joan; Frankfurt, Nancy.

Education Unlimited; V3 N1 P33-37 Jan-Feb 1981.

English as a Second Language (ESL) teachers can help disabled learners through observation and awareness efforts (such as sharing their knowledge of cross cultural differences with special education resource staff), sensory activities (evolving a multisensory approach), and translating one sensory experience in terms of another. The ESL teacher should encourage breakdown of stereotypes and acceptance of differences.

Supplementary Activities for Differences in Learning Abilities.

National Educational Laboratory Publishers, P.O. Box 1003,
Austin, Texas 78767.

Available in English and Spanish. The manual organizes activities into units which focus on visual, auditory, and motor skills, as well as ideas and concepts, through the overall component of language development. Designed to be used with mildly to moderately handicapped preschool children.

Telling Time.

Tringo, John; Roit, Marsha.
Hubbard, P.O. Box 104, Northbrook, IL 60062

Modular program. Portions can be used independently and instructional units can be presented in different sequences and languages depending on students' needs. Areas covered include: learning the numerals, positioning the numerals on the clock, long hand-short hand, directionality, telling time by the hour and minutes, etc. A variety of activities, including games.

Toward Affective Development.

American Guidance Service, Inc.
Publishers Building, Circle Pines, MN 55014.

For junior and senior high age students, though may also be useful with other relatively sophisticated children. The purpose of the materials is: 1) to extend students openness to experience; 2) to help students learn to recognize, label, and accept feelings and to understand the relationship between feelings and various interpersonal events; 3) to help students develop skills of social collaboration through awareness of feelings and actions that weaken or strengthen group effort; 4) to help students become more aware of their unique characteristics, aspirations, and interests and the adult careers open to them; 5) to help students develop a thought process model which will help them choose behavior that is both personally satisfactory and socially constructive. Can be adapted to various culture and language environments.

Talk Back.

Developmental Learning Materials. (DLM). 7740 N. Natchez Ave., Niles, IL 60648.

A speech mask which fits over the ears and in front of the mouth, allowing the students to hear their own voices as others do, rather than through bone conduction. Designed to aid students experiencing speech difficulties and for students learning a second language.

Working with Parents of Handicapped Children.

Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

Available in Spanish and English and written for teachers to help them work with parents of handicapped children. It discusses understanding how parents feel and provides suggestions for meeting with parents and for following up on those meetings.

Your Language & Mine.

Publisher: Audiotronics Corp. (AUDCOR). 7428 Bellaire Ave., No.
Hollywood, CA 91605.

Provides an English text and illustration on one side of each card. Shows an illustration on the other side of the card, but the text and tape are left blank. Requires the instructor to fill in the language desired. Designed for teaching basic English phrases to non-English speakers or teaching a foreign language to English speakers.

B. Literature About Existing
Bilingual Special Education Programs

- B-1 General Resource Rooms
- B-2 Early Childhood
- B-3 Emotionally Disturbed
- B-4 Gifted and Talented
- B-5 Learning Disabilities
- B-6 Mentally Retarded
- B-7 Physically Handicapped
- B-8 Speech and Hearing
- B-9 Vision Impaired

R-1 General Resource Rooms

A Beginning Reading Program for the Linguistically Handicapped.

Bell, Paul W.

Speech presented at a conference of the International Reading Association.
Dallas, Texas, May 4-7, 1966.

A discussion of the problems of linguistically handicapped children entering school, and of the "Miami Linguistic Readers" series developed by Dade County Public Schools. The beginning language and reading program, specifically designed for first and second graders, consists of a readiness unit, twenty-one pupil's books organized into fifteen levels, two "big books," a seatwork booklet and teacher's manual for each level. The Miami program represents a creation of new instructional materials and breaks with tradition in the area of organization and to some extent in the area of content, but follows tradition in its suggested techniques for teaching reading.

Chinle Agency's Special Education Curriculum Revisions: Its Rationale, Process, and Wanted Outcomes.

Foster, Carl G.; Gable, Emma; Hobson, Dottie.

ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210
(MF01PC01 Plus Postage, ED191627) Aug. 1980.

Representatives of nine schools in the Chinle, AZ Special Education Department revised the curriculum to include sequential criteria for math, reading, language arts, and behavior. The San Diego Sequential Task for Educational Planning (STEP) was revised to meet chosen math objectives. Learning Experience Packets, exit tests for each objective, pre- and post-tests for the program were developed. It is anticipated that three more years will be needed to complete all of the curriculum components, and it is hoped to eliminate problems associated with students changing school, teacher turnover, and use of inhibiting modes of instruction.

IBI (Individualized Bilingual Instruction): A Validated Program Model Effective With Bilingual Handicapped Children.

McConnell, Beverly B.

Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child (New Orleans, LA Feb. 1981).

Describes a program developed for children of migrant farmworkers which uses bilingual adults from the migrant families as primary teaching staff. The curriculum used in the academic areas and oral language in Spanish and English is described as well as adaptations that would be useful in teaching low performing children. The staff training model is reviewed along with teaching techniques useful in special education classrooms. Some are geared to the needs of non-English speaking children. Test data is presented over a 7-year period showing the difference in performance by high and low ability Spanish speaking children after 1, 2, or more years in the program. Gains of both groups are educationally and statistically significant. Resources are outlined.

Improving Bilingual Instruction and Services in Special Schools.

Lesser, Saal C.

New York City Board of Education, Brooklyn, NY Office of Educational Evaluation. (BBB12238) 1975.

Report describes a program designed to provide individualized intensive remedial reading services in both English and Spanish, home and community articulation, and bilingual guidance services to Spanish-surnamed pupils. Funded under Title I, 1,149 pupils from special schools participated, including children from psychiatric hospitals and residential treatment centers, as well as pupils from schools for the deaf, language and hearing impaired, and occupational training centers. Supportive guidance services were an integral part of the program. Achievement was assessed by appropriate levels of standardized reading tests administered on a pre and post basis. The report concluded that reading grades improved from pre to post tests. The use of bilingual staff appeared to have had a significant effect on the pupils' ability to learn. Appendix includes forms used for data collection.

B-2 Early Childhood

Ability Development Project for Five-Year Olds. Final Report.

Evans, Joyce S.

Southwest Educational Development Lab. Austin, TX 1977.

The final report documents activities designed to develop supplementary instructional materials for use with handicapped Mexican-American pupils mainstreamed into kindergarten programs using the bilingual kindergarten program as curriculum base. An initial chapter covers general project background and overview information. Chapter two reviews the development of the Spanish/English language performance screening, observation checklists for referral, instructional manuals, and supplementary materials. A discussion of pilot research carried out during the project's second year is provided in chapter three and the fourth reviews dissemination efforts. Appendices include publicity information and media examples of supplementary materials.

Basic Development and Developmental Disabilities.

Easter Seal Society

Anchorage, Alaska 99501

A set of training manuals in modular form for Alaska Native Head Start teachers and aides. These are designed to acquaint both Native and non-Native staff with the developmental process, and with various developmental disabilities: mental retardation, learning disabilities, motor disabilities, hearing impairment, vision impairment, emotional disabilities, etc. The modules include suggested activities for teachers and aides to use in working with Alaska Native children. All activities are culturally relevant to this population and can be adapted to others.

Comprehensive Infant Intervention Program: End-of-Year Report, July 1, 1978 - June 30, 1979.

Edgewood Independent School District, San Antonio, Texas (XPT23584).

The report describes activities and accomplishments of an infant intervention program for mildly to severely/profoundly handicapped children, with emphasis on the needs of bicultural/bilingual handicapped children and handicapped children from low socioeconomic backgrounds. The program involves a peer training approach to parent counseling and education. Part I provides a brief introduction while Part II documents achievements and slippages for specific program objectives, including parent/family participation, inservice training, child progress, and demonstration and dissemination activities. The bulk of the document is composed of 10 appendices, including job descriptions, staff caregiver information, and a pre-post assessments summary.

Efficacy of INREAL Interventional for Preschool and Kindergarten Language Handicapped and Bilingual (Spanish) Children.

Weiss, Rita S.

Paper presented at the Handicapped Children's Early Education Program (HCEEP) Project Directors' Meeting (Washington, D.C., December 3, 1980).

Evaluation of the 1974-77 INREAL (Inclass Reactive Language) Demonstration Model Project, initially serving 518 children (aged 3-5 years), focused on the Colorado program's objectives of increasing language handicapped and bilingual (Spanish) children's language development significantly and preventing later language-related learning problems in mild-to-moderate language handicapped children. Project goals were to improve the language and related learning skills of the children by a naturalistic, non-stigmatizing method using inclass service delivery, thus redefining the traditional role of the speech-language pathologist.

Identification and Supplementary Instruction for Handicapped Children in a Regular Bilingual Program.

Evans, Joyce.

Southwest Educational Development Laboratory, 211 East 7th St., Austin, TX 78701.

The Ability Development Projects were designed to identify the preschool Mexican-American child with existing and/or potentially handicapping conditions, to develop and test supplementary materials, and to determine the efficacy of supplementary instruction within the regular bilingual classroom.

Innovations in Bilingual/Multicultural Curriculum Development.

Arena, Soledad.

Children Today, V9 N3 p. 17-21. May-June 1980.

This article describes the bilingual/multicultural curriculum models developed by four Head Start projects.

Model Preschool Programs for Handicapped Bilingual Children.

Evans, Joyce.

Southwest Educational Development Lab., Austin, Texas

Problems facing bilingual preschoolers with handicaps are addressed and 18 model programs are identified through brief summaries. Programs represent home based as well as center based approaches, English as a second language model, and both mainstreamed and special class settings. Program summaries obtained through written questionnaires and telephone interviews focus on eight topics: Site Setting and Funding; Number, Types, and Ages of Handicapped Children Served; Identification and Selection Procedures; Staffing; Parent Involvement; Program Focus; Instructional Language; and Major Problems Encountered. Among conclusions cited are that community support is important, parents must be involved, and language is a sensitive issue.

Papers from the Experiences of the Infant-Parent Project: An Ecological Model of Services to Inner City Minority Handicapped Infants.

Bean, X; Herndon, I.; Ortiz, J.M.; Phillips, C.; Richardson, B.; Schlegel, R.J.; Weinstein, V. (Contributors)

Articles include: A Social Hygiene Approach to the New Morbidity; The Antecedent of Handicapping Conditions; Early Intervention: Does It Make a Difference?; Human Service Delivery for High Risk Infants; Cultural Pluralism in the Delivery of Services to High Risk Minority Children; Developmental Activities for Infants Using the Family Environment; and An Ecological Model for Intervention With Inner City Poor and/or Minority Handicapped Infants and Their Families: The Community.

B-3 Emotionally Disturbed

The Bilingual-Bicultural Emotionally Disturbed Child.

Mestas, Leonard.

Regional Training Program to serve the bilingual bicultural exceptional child. Montal Educational Associates, San Fernando, California (1972).

Review of literature and background on services for bilingual-bicultural emotionally disturbed children. Recommendations for programs. Descriptions of several programs.

An Instructional Guide for Teachers of Gifted Children with Emphasis on the Teaching of S.P.A.N.I.S.H. K-6.

Satterwhite, Dierdre.

Ph.D. Dissertation, Nova University, 1980.

The practicum was designed to train 45 elementary teachers of gifted children to teach basic Spanish through provision of an instructional guide and consultation. An introductory section reviews the literature and cites benefits of foreign language learning. Data on student performance and teacher perceptions are detailed. Among eight appendixes are sample letters to teachers, teachers' evaluation form rating scale, and the instructional guide.

Help for Organizing Productive Experiences (HOPE) for the Culturally Diverse Gifted and Talented.

Frasier, Mary M.; and others.

Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977).

Positive approaches to the administration and management of programs for culturally diverse gifted and talented children are suggested. An administrator offers five suggestions for guiding an atmosphere for culturally diverse gifted students. Teaching dimensions for this population are identified, and curriculum planning and teaching strategies are considered. Strategies are outlined which build on student strengths, such as the preference for physical and visual learning styles rather than oral, and the problem centered rather than abstract centered approach to problem solving.

Teaching the Bilingual Gifted Child.

Lacroce, Terry.

NJEA Review; V53 N8 P 16-17 APR 1980.

This article describes typical activities in a gifted bilingual class, part of the State-Funded Union City (New Jersey) Bilingual Program for students who are academically gifted in their native language, but limited in English proficiency. Some student identification and instructional procedures are noted.

B-5 Learning Disabilities

A Transcultural Study of Dyslexia: Analysis of Language Disabilities in 277 Chinese Children Simultaneously Learning to Read and Write in English and in Chinese.

Kline, Carl L.; Lee, Norma.

Journal of Special Education; V6 N1 P9-26 Spr. 1972.

Bilingual Chinese children in grades one through three learning to read and write both in English and Chinese were studied for evidence of reading disabilities. The findings in the study suggested that problems in auditory discrimination were not a major cause of reading disability. The relatively low incidence of difficulty in transmodal learning in those with reading problems in Chinese suggested either that difficulties in visual auditory association were rare or had been overcome by the teaching methods in the Chinese language school. The findings were thought to raise the question of the necessity for extensive testing procedures in the diagnosis of reading disability. Teaching methodology was thought to be of key importance in terms of prevention of learning disabilities.

Project Build. "Bilingual Understanding Incorporates Learning Disabilities."

An ESEA Title VII Basic Bilingual Education Program. Community School District 4. Final Evaluation Report, 1979-80.

Office of Bilingual Education and Minority Languages Affairs (Ed), Washington, D.C. (DBB12883).

Project Build (Bilingual Understanding Incorporates Learning Disabilities) combined the methodology and concerns of both special education and bilingual education to provide appropriate, supplemental education treatment and opportunities to bilingual children with learning disabilities. Children in grades one through five received individualized and small group educational and therapeutic treatment outside of their regular classrooms. Additional program components included curriculum development, staff development, and parent involvement and education. Tables of data are included.

The Spanish Speaking Dyslexic Child.

Strong, Lillian R.

Bulletin of the Orton Society; V22 P164-3 1972.

The educational needs of Spanish speaking dyslexic children are examined. Intensive oral English classes are said to be necessary for Spanish speaking children because children cannot read a language which they cannot speak. The author states that a dyslexic Spanish speaking child should be taught to read in Spanish first. The importance of therapy based upon the phonetic structure of Spanish is emphasized. Also discussed are rules for teaching a Spanish child to read English and the importance of motivating the child to read.

B-6 Mentally Retarded

Bilingual Program for Children in Bureau CRMD Classes, School Year, 1975-1976.

Sirota, Norman.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. (BBB12238).

This document presents a description and evaluation of the bilingual program for Children in Bilingual Class for Retarded and Mental Development (BCRMD), a program designed to provide bilingual instructional and supportive services to eligible BCRMD students. The program operated in four BCRMD schools. Each school was provided with a project team made up of a bilingual resource room teacher and a bilingual paraprofessional. The primary goal of the program was to provide equal educational opportunity for non-English speaking children through activities that would maximize their native language proficiency while developing competence in English. The program also sought to train bilingual teachers and to develop a bilingual-bicultural curriculum. Findings indicated that success was achieved in Spanish reading, mathematics, core curricula, cultural heritage and self concept. Pupils failed to achieve success in English as a second language.

Comprehensive Infant Intervention Program: End-of-Year Report, July 1, 1978 - June 30, 1979.

Edgewood Independent School District, San Antonio, Texas. (XPT23584).

The report describes activities and accomplishments of an infant intervention program for mildly to severely/profoundly handicapped children, with emphasis on the needs of bicultural/bilingual handicapped children and handicapped children from low socioeconomic backgrounds. The program involves a peer training approach to parent counseling and education. The bulk of the document is composed of 10 appendixes, including job descriptions, staff caregiver information, and a pre-post assessments summary.

Exceptional Children Conference Papers: Environmental Influences in the Early Education of Migrant and Disadvantaged Students.

Council for Exceptional Children, Arlington, Virginia.

Conference papers on Early Childhood Education cover the following topics: Individual Variation Among Preschoolers in a Cognitive Intervention Program in Low Income Families presented by Phyllis Levenstein, Programmatic Research on Disadvantaged Youth and an Ameliorative Intervention Program by Merle B. Karnes and others, Special Education and Disadvantaged Mexican Americans by Armando Rodriguez, Disadvantaged Migrant Students and Remediation Through Vocational Education by William M. Smith, Remediation and Practical Approaches to Learning Disabilities of Migrant Students by Aris Diaz, and Environmental Criteria for Preschool Day Care Facilities by Randolph L. Waligura and M. Thompson.

Four Corners Mental Retardation Project. The Training and Use of Indigenous Aides in a Sparsely Populated, Economically Depressed Region. Final Report. Western Interstate Commission for Higher Education, Boulder, Colorado.

The activities of the Four Corners Mental Retardation Project conducted by the Western Interstate Commission for Higher Education are described. The purpose of the project is reported to be to enhance services for the mentally retarded in the Four Corners area (Arizona, Colorado, New Mexico, and Utah) focusing on the mentally retarded in the minority groups in the area (48.3% of the residents are Indian and 8.2% Spanish surname). The appendices include an interim report of the project, consultant's reports, lists of agencies contacted, and letters from State Advisory Board Members.

Investigation of Mental Retardation in Relation to Bilingual and Subcultural Factors.

McGrath, G.D.; and others.

Arizona State University, Tempe, College of Education (BE103750).

The purpose of this study was to investigate the difference between true mental deficiency and pseudomental deficiency due to language, cultural, and socioeconomic limitations. The factors were studied by the method of repeated tests over a 3-year span in an adapted but relatively constant learning situation. Mental achievement, language tests, and sociological study of the children's environments were used as criteria. More studies are recommended and the necessity of continued work related to the field of bilingual children is made apparent throughout the study.

Itinerant Bilingual Services Program for Title I Eligible CRMD Children; January-June 1975.

Muller, Mary C.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation. (BBB12238).

The primary objective of this Elementary Secondary Education Act Title I Program for Mentally Retarded Children was to improve the ability of the 450 participants to communicate effectively in either English and Spanish or in both languages. The second objective was to improve the reading and mathematics scores of these bilingual mentally retarded students. Four hundred forty-two students ranging in age from seven years eight months to eighteen years two months were chosen to participate. Observations, interviews with participating teachers and data from a survey questionnaire indicated that by using a bilingual approach the students were able to improve communication skills, develop better student/teacher rapport and through individualization, improve work/study skills. Though test data are inadequate to indicate that objectives were met, it would appear that this program served such an important need that its services should be incorporated into the overall future planning for the mentally retarded. The short duration of the program, the staffing difficulties, inadequate facilities and administrative constraints all contributed to procedural drawbacks.

B-7 Physically Handicapped

Bilingual Program for Physically Handicapped Children; School Year, 1974-1975.

Sanua, Victor D.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation (BBB12238).

The purpose of the Bilingual Program for Physically Handicapped Children was to provide a learning environment in which handicapped children who do not speak English or who speak with difficulty would be able to function in their native language. Emphasis was placed on the children improving their native language along with learning English as a second language. Emphasis was placed also in improving the student's self-understanding and self image through demonstrating the worth and value of the use of his native language, and by providing instruction in Hispanic history and culture. In addition to the instructional component, the project incorporated three other components: Curriculum and Materials Development, Teacher Training, and Parental Involvement.

Comprehensive Infant Intervention Program: End-of-Year Report, July 1, 1978 - June 30, 1979.

Edgewood Independent School District, San Antonio, Texas (XPT23584).

The report describes activities and accomplishments of an infant intervention program for mildly to severely/profoundly handicapped children, with emphasis on the needs of bicultural/bilingual handicapped children and handicapped children from low socioeconomic backgrounds. The program involves a peer training approach to parent counseling and education. Part I provides a brief introduction while Part II documents achievements and slippages for specific program objectives, including parent/family participation, inservice training, child progress, and demonstration and dissemination activities. The bulk of the document is composed of 10 appendixes, including job descriptions, staff caregiver information, and a pre-post assessments summary.

A Study of the Development of Eight Hearing-Impaired Preschool Children
From Spanish-Speaking Homes.

Grant, June M.

University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor,
Michigan 48106 (Order No. 76-14,459).

Case studies of eight hearing impaired preschool children from Spanish speaking homes were presented in this dissertation. The children and their parents were enrolled in the Trinity University Parent/Infant Program for Hearing Impaired Infants from Spanish Speaking Homes. The case studies consisted of family and medical histories, audiological evaluations, evaluations of intellectual, motor, and language development, and an evaluation of social competencies. Intellectual functioning for all children was at the dull/normal level or below, except for one child whose I.Q. was 105; all were language retarded, and all had normal motor development.

Discovering and Meeting the Needs of Hispanic Hearing Impaired Children.

Lerman, Alan; Cortez, Edmund.

New York State Education Dept., Albany. Bureau for Physically
Handicapped Children (BBB08746).

During the 1976-77 school year members of the Cooperative Research Endeavors in Education for the Deaf (CREED VII) Project conducted a survey and analysis of the situation of Hispanic hearing impaired children in New York City. The demographic profile of this population, home background and language environment, the school environment, cultural factors and factors related to individual children's deafness were examined. Available literature on Hispanic and other non white children is briefly reviewed, and the model design, study sample, and methodology used are described in this document.

Teaching Spanish to the Deaf.

Munoz-Strizver, Nancy.

Paper presented at the Conference of the American Council on the
Teaching of Foreign Languages (Washington, D.C. November 1975).

Conversational Spanish is taught to hearing-impaired adolescents at The Model Secondary School for the Deaf (MSSD) through the use of cued speech. This paper provides an explanation of this mode of instruction and a description of the Spanish program at MSSD. The students learn the four skills of listening, speaking, reading and writing. Cued speech is used to provide phonetic information which is not distinguishable by lipreading alone. Four hand positions placed around the face and neck area help distinguish vowel sounds that appear to be similar on the lips. Each unit of the Spanish course consists of four phases: presentation of the material by means of film strips; explanation and repetition, the objective being the assimilation of the material; and transposition, the objective being to manipulate the variable elements of the structural units and to transfer the learned material to a variety of new situations.

Teaching English as a Second Language to Blind People.

Snyder, Therese; Kesselman, Marcia.

New Outlook for the Blind; V66 N6 P161-6 Jun. 1972.

Described is a program for teaching English as a second language to blind people who come primarily from Latin America and Puerto Rico, and who range in age from 9 to 63 years. Educational background ranges from no formal education or a few years of primary school to high school graduates. The educational method is based on principles of modern linguistic science, while the instructional materials have been developed at the American Language Institute of the New York University School of Continuing Education. Various aspects of the program discussed included the Aural-Oral approach, late introduction of graphic symbols, oral practice, use of tape recorders, gestures and facial expressions, use of tactile stimulation, class schedules, ability grouping, emphasis on skills of daily living, and advanced training. Five short case studies are cited to reveal different students' reactions to the program, which include individuals characterized by independence, unmotivated, successful, highly motivated, and seeking a new way of life. The structured use of bodily motion in communication, kinesthetics, etc. is explored from the teacher's viewpoint. Concluding observations indicate that the program is successful.

C. Literature and Materials to Assist in
Adaptation and Development of
Curriculum in Bilingual Special Education

Acquisition of Word Meaning by Children With and Without Learning Disability.

Harris-William-Mateer.

UML, P.O. Box 1346, Ann Arbor, MI 48106. Order No. 8102235.

Among conclusions supported by approximately 60 SS (8 to 11 years old) was that children labeled as learning disabled have skill deficits in acquiring word meaning, with the qualification that measures of the quality of language do not consistently correspond to measures of the quality of language production.

All Together Now: Report on the status of Special Education programs in Bureau of Indian Affairs Schools.

Collier, C. (Ed.)

U.S. Government Printing Office (1971)

A collection of articles and information about special education programs in various Bureau of Indian Affairs agencies, including guidelines to assist the regular classroom teacher and the resource teacher working with Native American children with special needs.

An Annotated Bibliographical Guide to the Literature on Bilingualism and Multicultural Education.

Caliguri, J.P.; and others.

Missouri Univ. Kansas City. School of Education. (OHH54680)

Abstracts on Bilingual and Multicultural Education, 1963 - 1980, divided into a guide and four sections: Bilingualism and Elementary Education, Multiculturalism and Secondary Education, Multiculturalism and Higher Education, and Related Topics. Also included is a frequency count of literature types and content; a listing of number of documents by languages and ethnic groups, according to institutional levels; and descriptions of bilingual program evaluation resources.

An Integrated Bilingual Curriculum Model.

Brisk, M.E.; Wurzel, J.

NABE: The Journal for the National Association for Bilingual Education, V3 N2, p. 39-51, Winter 1979.

The article offers a theoretical framework including a brief review of the literature on the importance of attitudes and second language learning, bilingualism and cognition, and bilingualism and language acquisition. Based on this theoretical framework, an integrated bilingual kindergarten model is presented.

Annotated Bibliography of Bilingual Teaching Materials Applicable to the Special Learning Needs of Spanish Dominant Special Education Pupils.

Deignan, M.C. & Ryan, K.E.

New England Teacher Corps Network, Portsmouth, New Hampshire

The Bibliography lists information on materials for Bilingual Special Education for Spanish dominant exceptional children. Information on author, publisher, price, and specific suitability for special needs children is presented, along with a brief description of the material. Materials are organized according to principal thrust in 10 areas: Motor Development, Visual Perceptual Development, Auditory Perceptual Development, Language Development, Conceptual Development, Mathematics, Social Awareness, Language Arts, Health and Science, and Early Childhood.

Applying Bilingual Models in Classrooms for the Hearing Impaired.

Luetke-Stahlman-B.

Paper presented at the symposium on Spanish and Portuguese Bilingualism (4th, El Paso/Juárez, November, 1980).

The author examines the use of oral bilingual models in programs for the hearing impaired, contending that the native language of a hearing impaired child of hearing parents is frequently sign language. It is suggested that classrooms for the hearing impaired could combine numerous languages and modes according to models of monoliterate and partial bilingualism.

A Regression Analysis of Test Bias on the WISC-R for Anglos and Chicanos Referred for Psychological Services.

Reynolds, C.R.; Gutkin, T.B.

Journal of Abnormal Child Psychology; V8 N2 P237-43 June, 1980.

Predictive validity of the Weschler Intelligence Scale for Children-Revised was investigated across race for 174 Chicano (mean age 11 years) and 94 Anglo (mean age 10 years) children referred for psychological services. Regression lines for the prediction of achievement were compared across race through the Potthoff analysis, which provides a simultaneous test of slope and intercept values.

Assessing the Bilingual Handicapped Student.

Mowder, B.A.

Psychology in the Schools; V16 N1 P42-50 1979. 79.

Bilingual children with possible handicapping conditions must be assessed to determine their dominant language, and that further testing must be conducted in their primary mode of communication. This paper explores the issues involved in assessing bilingualism and handicapping conditions of bilingual, culturally different children and evaluates the assessment methods.

Bilingual Education Teacher Handbook. Strategies for the Design of Multicultural Curriculum.

Símoes, Antonio, Jr.; Duefler, Arlene; Chabut, Gregoire; Montero, Martha (Ed.); Chu-Chang, Mae.

National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, MA 02140. Feb. 1979. (ISBN 0-89857-086-7).

This handbook is composed of five articles intended to improve teacher awareness of topics and concepts that underlie bilingual education: 1. Role of the System-Context Approach in Teaching and in Bilingual Education; 2. Importance of Curriculum Design Goals and Objectives; 3. Role of Audiovisual Media in Bilingual Education; 4. Bilingual Multicultural Curriculum Design; 5. Bilingual Curriculum Evaluation. The readings are oriented toward course structure and content but consider cognitive, affective and psychomotor domains. Teaching strategies provide teachers with a frame of reference, alternative methods and materials, sample unit and lesson plans and evaluation procedures. A checklist for materials evaluation, bibliography and a feedback form are appended.

Classroom Management

Protocol Material, National Resources and Dissemination Center, University of South Florida, Tampa, Florida 33620

Included are four multimedia protocol modules, each dealing with one important concept of classroom management: Transitions, Group Alerting, Learner Accountability, and Withitness.

Communicative Competence in Spanish/English Developmentally Disabled Persons.

Greenlee, M.

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. (Papers presented at CEC Conf., New Orleans, LA, Feb. 1981).

The author reviews the literature of code switching (use of two languages within a turn of speaking) as part of the conversational speech in normal and retarded individuals, presents data on language interaction in the speech of seven developmentally disabled persons, and discusses the implications of these comparisons for program planning with Spanish/English developmentally disabled children. Research is seen to show that children's code switching cannot be attributed solely to a lack of language differentiation.

Corrective Reading. Second Edition.

William C. Brown Co., Pubs., 135 S. Locust St., Dubuque, IA 52001.
1972

The text is intended for classroom teachers who may have little professional help with curriculum problems and who need assistance with students who have reading difficulties. After an introduction to reading problems, several informal tests for evaluating silent and oral reading are presented as well as direct suggestions for teaching and testing techniques and devices. Other topics covered are: planning remedial work with the student, scheduling, teaching bilingual and non-standard dialect-speaking children, emotional factors in reading, working with parents, attitudes of teachers toward students who fail, use of standardized tests and progress records, specific learning disability.

Cultural Considerations in the Assessment of Bilingual Handicapped Children.

Hastings, L.O.

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia. Papers presented at CEC Conference, New Orleans, LA, Feb. 1981.

The paper discusses the effects of a specific culture on bilingual handicapped students' responses to test items. Even though the tests used were Spanish translations, SS' responses were influenced by lifestyles, the educational system, and the physical resources available in the classroom setting. The author recommends supplementing formal tests with informal ones designed specifically for use in the home country and based on material geared to specific cultural needs.

Cultural Diversity in a Highly Exceptional Child.

Council for Exceptional Children, 1920 Association Drive, Reston,
Virginia 22091

Highlights current aspects of cultural diversity, language, culture, and exceptionality. It provides information on Hispanics, Blacks, American Indians, and Asian Americans.

Curriculum Development for Culturally Different Exceptional Children.

Chinn, Phil.

Teacher Education and Special Education, V2 N4, 49-58, Summer 1979.

A literature search indicates that there are few available instructional strategies and specific curricula for culturally diverse exceptional children. The individual characteristics of these children preclude development of mass application techniques. Inhibiting factors such as racism, poverty, health, and so on impede their learning. Studies have identified learning characteristic traits that differ from those of the middle class white child. Educators must identify the needs of minority students and modify educational materials to meet these needs. Twenty-six references are appended.

Determining a Language Disorder in a Bilingual-Spanish-English Population.

Wyszewianski-Langdon-Henriette.

University Microfilms International, P.O. Box 1346, Ann Arbor, MI 48106
Catalogue No. 7732790.

In order to determine the nature of language disorder in a bilingual population, two groups of 25 children (ages 6 to 8 years) of Puerto Rican descent matched for socioeconomic status, intellectual ability, number of years in the U.S., and number of years in school were given a series of language tasks. Findings showed that the language disordered group had disabilities not only in English but also in their native language.

Developing Programs for the Gifted Limited English Speaker.

Nearine, R.J.; Freedman, A.I.

Eric Document Reproduction Service, P.O. Box 190, Arlington, Virginia
22210 (MF01PC01 Plus Postage, ED188305).

A strategy for developing programs for gifted and talented limited English speaking students is outlined. A chart graphically summarizes a series of goals, processes, and outcomes for an elementary school program; another shows in schematic form how the program can be monitored together with the major decision points where information will be fed back to the participants.

Diagnosis and Intervention in Bilingual Special Education: Searching for New Alternatives.

Proceedings. Publication #11704-39-300-1-80.

Massachusetts State Dept. of Education, Boston. Bureau of Special Education. (BBB09888).

The following articles, edited versions of the principal speakers' presentations on Bilingual Special Education, are presented: (1) "Cultural Diversity: Implications for Educational Change," by Dr. William Parker; (2) "Criteria for Identification, Placement, and Transfer of Transitional Bilingual Students," by Yolanda Ullida; (3) "How to Utilize the Resources Available at the National Assessment and Dissemination Center at Lesley College," by George de George; (4) "A Model for Kindergarten and First Grade Screening of Non-English Speaking and Bilingual Children," by Marjorie K. Delgado; (5) "A Parent-Child Model of Early Intervention," by Diane Franklin; (6) "Process for Training Teachers in the Assessment of Language Proficiency of Bilingual Children," by C. Freytes and C. Rivera; (7) "Sociolinguistic Dimensions of Bilingual Assessment," by Dr. Avlino Fantini; (8) "Special Education for the Hispanic Child: A Ten Point Action Plan," by Manuel Sedo; and (9) "Vocational Education for the Bilingual Student With Special Needs," by Carol Denker.

Early Identification and Intervention of the Culturally Different Gifted in an Urban Environment.

Demonbrun, Carole.

Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977).

Discussed are issues in the identification of culturally different gifted children in urban areas with particular emphasis on state policy in Georgia. Considered are the need for earlier identification to prevent a decline in academic achievement, the definition and criteria for gifted children according to Georgia state policy, varieties of identification measures, and questions to consider when building identification and special education programs for culturally different gifted children.

Early Reading. Georgetown University Papers on Languages and Linguistics No. 13.

Lado, Robert and Anderson, Theodore, Eds.

Publications Dept., School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057 (1976).

The six articles in this journal deal with various aspects of early reading. Topics include: a preschool biliteracy project; early reading as language development; techniques used in teaching children with total hearing, hearing impaired children, and deaf children to read; preschool reading and speaking acquisition of two languages; and a working bibliography for research relating to early reading.

Educational Planning for the Gifted. Overcoming Cultural, Geographic, and Socioeconomic Barriers.

Baldwin, A.Y.; Gear, G.H.; Lucito, L.J., (Eds.)

Council for Exceptional Children, 1920 Association Drive, Reston
VA 22091 (BBB11444).

Written for teachers, administrators, and school planners, this booklet addresses the need to develop educational programs for gifted children who might not have been identified nor had the opportunities to develop their mental capacities due to barriers created by cultural differences, low socioeconomic status, or geographic isolation. The conclusion consists of a summary, a critical analysis of the preceding material, and suggestions for future directions in the area of gifted education.

Evaluating the Non-English Speaking Handicapped.

Fineman, C.A.; Ross, A.

Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Canada, September, 1980).

The project titled "Evaluating the Non-English Speaking Handicapped" was established to research existing evaluation instruments in languages other than English, validate the tests as well as additional translations where needed, and develop a procedural manual for distribution to utilize in evaluating non-English speaking handicapped students. Some initial procedural recommendations will address referral, determination of primary language, selection of assessment approach, and test interpretation.

Exceptional Teaching (A Multimedia Training Program)

Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Box 508,
Columbus, Ohio 43216

This training program prepares teachers in a comprehensive set of methods for teaching exceptional children focusing on observable academic and social classroom behaviors and could be adapted for use by bilingual special education teachers.

Implementing Bilingual-Bicultural Education: An Educators Guide.

Valencia, A.A.

BAHIA Productions, Inc., P.O. Box 9337, N. Berkeley Sta., Berkeley, CA
94709. 1977.

This guide is designed to aid the educator in developing an effective bilingual bicultural education program for the elementary grades. Following introductory material in section 1, section 2 presents curriculum and instructional models: 1. Language assessment approach to curriculum design; 2. Three curriculum models designed for students of varying proficiency in Spanish and English; 3. Flexible instructional arrangements to allow monolingual pupils to begin learning in their first language with a trend toward heterogeneity in the instructional program; 4. Cognitive-based instructional strategies. Other sections describe objectives for teacher education program, materials for grades 1-3, analysis and evaluation of bilingual programs by program personnel. Appendices include a glossary of bilingual education terms and a list of instructional competencies for the bilingual teacher. Seven references are included.

Introduction of Methods and Materials of Bilingual Bicultural Education.

Collier, C.

Kuskokwim Community College, Box 368, Bethel, Alaska 99559.

The sections on cultural relevance, translation, and materials and curriculum adaptation would be helpful to the special education teacher working with exceptional children from multicultural backgrounds. This text was used in a training program for regular and special education teachers working with Native American children in Alaska.

Investigation of Mental Retardation in Relation to Bilingual and Subcultural Factors.

McGrath, G.D. and others.

Arizona State University, Tempe, College of Education.

The study investigated the difference between true mental deficiency and pseudo-mental deficiency due to language, cultural, and socioeconomic limitations. The factors were studied by the method of repeated tests over a 3-year span in an adapted but relatively constant learning situation. Mental achievement, language tests, and sociological study of the children's environments were used as criteria. The subjects were recent immigrant Mexican and Indian children in special classes for bilingual children. More studies and continued work related to the field of bilingual children were recommended.

Issues in Bilingual/Multicultural Special Education.

Rodriguez, R.F. and others.

U.S. Arizona (RIEDEC81).

Handicapped children of cultural and linguistic groups different from those of the majority culture are presently unable to attain an appropriate education. Bilingual/Multicultural exceptional children are overrepresented in special education classes in comparison to their percentage of the total population, as a result of biased assessment practices. Minority children must deal with discrimination based upon racial or ethnic identity as well as the negative impact of special education labels. Most curriculum material is culturally and historically irrelevant to minority children. There is a need for comprehensive, evaluated programs which take into account diverse learning styles and cognitive development of bilingual/multicultural children.

Language Assessment Instruments: Infancy Through Adulthood.

Thorun, A. R.

Charles C. Thomas, 301-327 L. Lawrence Ave., Springfield, IL 62717

The book systematically summarizes information on 200 currently available language assessment instruments for use with handicapped or nonhandicapped persons from infancy through adulthood. An introductory chapter provides a review of the philosophy of assessment, the history of test development, and methods for determining strengths and weaknesses of language assessment instruments. Separate chapters provide descriptive information on different types of instruments. Both instrument author and title indexes are provided.

Literacy for Diverse Learners: Promoting Reading Growth at all Levels.

Johns, J.L. (Ed.)

International Reading Association, 800 Barksdale Road, Newark, Delaware
19711

The 14 papers in the volume are concerned with issues related to the reading ability and, more generally, the literacy of diverse groups of learners. Each section begins with questions designed to put the main intent of the articles in focus. Each section includes a bibliography of books and articles said to be recently published and readily available. Three papers deal with the issues of dialect, reading materials for Black students and the bilingualism of Chicano pupils. Two articles explore research on intelligence and sex factors as they relate to reading achievement. Two programs for preventing reading difficulties in young children are described, as well as three programs that have been used with students needing remedial reading instruction. Four articles examine research and programs regarding different types of adult learners.

Manual for Identification of Limited-English Proficiency Students With Special Needs.

Ambert, A.N. and others.

Massachusetts State Dept. of Education, Boston. Bureau of Special
Education. (BBB09888).

This manual, intended to assist teachers in identifying students with limited English proficiency who may have special needs, concentrates on four areas: Language, Observation, Testing, and Learning Problems. The volume provides glossary, bibliography, and several appendices containing check lists and time sample sheets for the observational stage, a guide for non-biased assessment, language dominance/language proficiency tests, tests on learning problems, and resources.

Meeting the Needs of the Bilingual Handicapped Child.

Baca, Leonard; Bransford, Jim.

Momentum; V12 N2 P26-29, 49-51 May 1981.

Reviews federal legislation/litigation on Bilingual Education and Special Education in order to assess the parochial school's responsibilities for educating limited English speaking handicapped students. Part of a theme issue on disabilities.

Mission: Possible.

Arizona State University, Tempe. 1969.

The following exceptionalities are described: emotional disturbance, social maladjustment, mental retardation, learning disabilities, bilingualism, physical handicaps, visual impairment, disadvantage, giftedness. A bibliography is given for each and teaching methods are suggested. Sources for materials and Arizona agencies and referral services for the handicapped child are listed, professional expressions and terms are defined, bibliographies are included of general materials, films, and periodicals. Information is provided on the workshop itself.

Pitfalls in the Multicultural Diagnostic/Remedial Process: A Central American Experience.

Howard, Douglas P.

Paper presented at the Council for Exceptional Children Conference on the Exceptional Bilingual Child (New Orleans, LA, Feb. 1981, Session F-25).

The author discusses his observations from administering such tests as the Denver Developmental Screening Test (DDST) to young disabled children in Costa Rica. Cultural influences and nuances of translations are seen to affect performance. Factors involved in remediation programming are also noted. A final consideration is the "Barrio Effect" in which children refrain from responding out of fear of the examiner.

Results of Teaching Reading in I.T.A. to Children With Cognitive Defects.

Downing, John.

Reading World, V18 N3 p. 290-99. March 1979.

Suggests that the Initial Teaching Alphabet has been demonstrated to be an effective tool in teaching reading to bilingual students and to students with reading and cognitive disabilities.

Review of Issues in Black Dialect: A Proposed Two-Way Bilingual Educational Approach; and Considerations for the Congenitally Deaf Child.

Chermak, Gail C.

Psychology in Schools, 13. 1. 101-109. Jan. 76.

The deficit theory and the difference theory of linguistic competence are reviewed. The notion of linguistic differences between the dialect of Black children and that of the majority society is supported. Implications for educational methods are discussed, culminating in a proposed "two-way" bilingual approach for working with deaf children.

Special Education Needs in Bilingual Programs.

Bergin, Victoria

National Clearinghouse for Bilingual Education, Arlington, VA.

The author surveys the legal and educational developments that have focused attention on the child with limited English who also is physically handicapped or emotionally disturbed and describes some of the current methods being used to deal with this child. An historical review offers an overview of some of the critical happenings leading to present legislation and educational policies. Events from 1964 to the present are traced. A list of references concludes the document.

Strategies for Training Regular Educators to Teach Children with Handicaps.

Project STRETCH, 2268 Adams Drive, NW, Atlanta, Georgia 30318.

Training modules designed to help teachers increase their knowledge, understanding and competencies when working with handicapped children in their classrooms. Modules include videotapes.

Testing of Non-English Speaking Patients.

Hall, James W.

Audiology and Hearing Education; V2 N4 P9, 11, 14-16, 19, 30 Jun/Jul 76.

Discussed by six audiologists are problems in testing and treating non-English speaking patients with hearing impairments. Noted are the lack of appropriate tests, counseling difficulties, the necessity of relying on non-speech audiometry tests with children, and possible solutions such as interesting bilingual persons in audiology, the use of an interpreter, and standardizing testing procedures.

The Culturally Different Learner.

National Education Association, 1201 16th St. W., Washington, DC 20036

An inservice teacher training module with cassettes and filmstrip or slides to introduce the teacher to the different ways in which children learn. Especially deals with children from different cultural and linguistic backgrounds and has activities for participating teachers.

Tips for Teachers.

Center for Innovation in Teaching the Handicapped (CITH)

School of Education, Indiana University, 2805 East 10th, Bloomington, Indiana 47401.

Good collection of methods and material guidelines for activities for special education children which could be adapted for cultural relevance. Covers such things as Concept Analysis, Planning a Concept Lesson, Task Analysis, Lesson Planning through Task Analysis, and others. Variety of games, simulations, and multimedia packages.

Understanding and Helping the Retarded Reader.

Strang, Ruth (Ed.)

University of Arizona Press, Tucson, AZ, 1965.

The proceedings of a 1962 statewide Arizona conference on reading development and reading difficulties include 15 papers. Articles on the able retarded reader are Identification and Diagnosis by Helen C. Arigio, Understanding the Able Retarded Reader by Helen B. Robinson, and Classroom Procedures by Rosemary Yozkum. Papers on emotionally disturbed children are Identification of Emotional Difficulties in Reading by Peter Gallacher, Causation and Prevention by Doris Zemsky, Neuropsychiatric Considerations in Children's Reading Problems by Ralph Rabinovitch, and Classroom Procedures by Lora Anderson. Bilingual Children (Children From Non-English Speaking Homes) are discussed by Mamie Sizemore in Understanding Bilingual Children, by Mil Suzintz in Developing a Communications Skills Program, and by Jan Moore in Classroom Procedures. Included also is an introduction by Ruth S. Strang on Levels of Knowledge and Skill, Diagnostic Procedures, Essentials of Treatment, and Reading Materials. The summary and concluding remarks are by Amelia Melnik in Methods and Procedures and Ruth Strang in The Role of the teacher. Appendixes contain Hollis Moore's introduction to the conference and a 51-item selected bibliography.

Utilization of Vide tape Programs as Educational Enrichment for Spanish-Speaking Families and Their Deaf Children: Focus on Parent-Child-Teacher Interaction.
Christensen-Kathse-Phillips
American Annals of the Deaf (Back to Media: How to Use Better What You Already Have); V125 N6 P841-43 Sep. 1980.

An approach to language intervention and parent education for families of Spanish speaking deaf children is discussed. The focus of videotapes is explained to be on using sign language as a bridge between the child's different language environments.

What's Going on in the Bilingual Special Education Classroom.

Baca, Mario L.M.

Teaching Exceptional Children. V7 N1 p. 25, Fall 1974.

A teacher of 15 educable mentally handicapped elementary students (14 of whom are of Chicano descent) used informal and structured bilingual approaches to help children become aware of the value of their language and culture and lose their fear of working with two languages. Children developed skills in oral and written language bilingually, fine motor skills, and individual artistic expression. Among structured activities were vocabulary building, flannel cutouts, and student-made drawings and books to teach body parts, use of the language master and tape recorder to teach letters, colors and vowels.